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REPORT ON
PROGRAM EVALUATION OF
IMPROVEMENT ON NUTRITION,
PRIMARY HEALTH CARE
AND
QUALITY OF LIFE.

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I. Introduction

The Ministry of Public Health with the cooperation of several private organizations have been promoting family planning for many years in Thailand. A formal family planning program was established in 1971. The effect of these family planning activities have resulted in a steady reduction of the population growth rate in Thailand. In 1976 this rate was down to 2.5%. It is expected to be about 2.1% in 1981. The Fifth National Economic Development Plan has called for a rate of 1.5% by 1986. Besides, not only the growth rate has to be lower but this plan also emphasizes on the better quality of life.

Due to the fact that about 80% of the population living in the rural area and one third of them are in the Northeastern part of Thailand, in order to achieve the goal on the development of socioeconomy of the country, the condition of their lives and their income have to be improved.

Therefore, this project is being initiated to train the teachers at the district, sub-district and village level to be the prime movers and counselors who can effectively communicate with villagers to adopt a better living by means of improving their nutrition, primary health care, and quality of life.

II. Project Goal

The project was planned to increase primary health care, agricultural products, and good quality of life through the use of rural teachers and community leaders.

III. Project Purposes

The project purposes were :

1. Training of district teachers and community leaders to be resource persons (training to be trainers). They would be efficient to be models and teach village people in the practice of nutrition, primary health care, and good quality of life.
2. Developing and producing a training manual for this specific objective.

IV. Attendance

Throughout the seminar, 60 participants were present as follows :

1. 30 participants from Muang District, Nong Khai Province
2. 30 participants from Pone Pisai District, Nong Khai Province

Among these 60 participants, ten were selected as local trainers.

V. Duration and Site of Training

The program was organized during August 12-14, 1982 at the Kindergarden School Auditorium of the Nong Khai Province.

VI. Process of Training

The training was divided into two following steps :

1. Ten local teachers were orientated in August 12, 1982 by the invited lecturers from Bangkok in order to be efficient in knowledge and qualify for trainer.
2. The seminar was held during August 13-14, 1982 by the trained teachers supporting by the central lecturers.

VII. Program Evaluation

1. Purpose of the Study

The purpose of the evaluation was to study

- 1.1 the contents of training in terms of keeping, devising, and adding for next training.
- 1.2 the problems or issues of training the local teachers to be trainer.
- 1.3 an effect of the project toward ability of the teachers in making recommendation to local people in order to develop ways of living.
- 1.4 general conclusions and recommendations.

2. Evaluation Methodology

The instruments used in gathering data for this study were as follows:

2.2 a questionnaire consisting of statements regarding the attitudes of participants toward training.

2.3 a survey form consisting of statements regarding ability of participants in motivating the interests of village people with respect to content of training.

3. Data Analysis

The data were analyzed by frequency and percentage. The statistical analysis were tabulated and assembled in table form.

4. Findings

For the purposes of the study, the computation of the data were indicated as follows:

4.1 Local Trainers

4.1.1 With respect to reasons of making a request as for a trainer, it revealed two following factors:

- To contribute to community.
- To gain new knowledge.

4.1.2 According to their confidences of giving lectures, it indicated that more than half of local trainers were confident.

4.1.3 In response to question concerning with their expected problems which might occur during lecturing, it revealed two following factors:

- The participants might not be interested in lecturing due to trust in trainers. Both trainers and participants were equal in status and lived in the same village.
- The trainers were afraid that they could not lecture well.

4.1.4 With regard to problem solving abilities of the trainers, it revealed four following alternatives:

- Use two ways of communication skill.
- Use small group discussion.
- Use demonstration technique which affected good environment.
- Before giving the lecture, they studied the contents in deep.

4.2 Attitudes of Participants Toward Training

4.2.1 According to general opinions, most participants thought that the methods of seminar, lecturers, hand-outs, were appropriate. Half of them thought that the duration of seminar was too short.

4.2.2 Referring to an advantage of seminar, every participant thought that they gained a lot and expected the same following seminars.

4.2.3 With respect to contribution to community, every participant committed that their participations would contribute to the progress of their own districts by propagating these knowledges as follows:

- To be a model by self implementing.
- To integrate in teaching and learning.
- To make recommendation to village people.

In addition, they also thought that it was necessary to teach village people and help develop their own districts in those following areas as indicated in rank order :

- Agriculture and local products.
- Food and nutrition including preserved food.
- Primary health care.
- Sanitation environment, and preventive medicine.
- Quality of life index.

4.3 An Effect of the Project

In this part, the follow-up study revealed that 50 (83.33%) out of 60 participants reported their progress by answering the survey forms.

4.3.1 Abilities of Participants in Motivating Village People Toward Project

With respect to performances of village people as indicated before or after suggestion, the results revealed in Table 1. The findings indicated as follows :

4.3.1.1 After being recommended by the participants, group one or practitioner group mostly accepted and implemented new technique as verified

- 82.35% for agriculture and local products.
- 88.24% for sanitation, environment, and preventive medicine.

Table 1: Performance of Village People As Indicated Before or After
Suggestion

Items	Group	Before Teaching	Perform more after teaching	%
1. Energy saving	1	17	13	76.47
	2	24	10	41.67
2. Nutrition and food preservation	1	24	19	79.17
	2	20	8	40.00
3. Agriculture and local products	1	34	28	82.35
	2	10	5	50.00
4. Quality of life index	1	25	18	72.00
	2	18	11	61.11
5. Primary health care	1	26	18	69.23
	2	18	13	72.22
6. Sanitation, environment, and preventive medicine	1	17	15	88.24
	2	18	10	55.56
Total	1	143	111	77.62
	2	108	57	52.78

Group:

1 = Practice

2 = Do not practice

4.3.1.2 In group two or non practitioner group, the results indicated that the items which the subjects revealed high positive change were

- 72.22% for primary health care.
- 61.11% for quality of life index.
- 55.56% for sanitation, environment, and preventive medicine.

Consequently, the item which elicited that they were not interested in and became less concern with was

- 41.67% for energy saving.

4.3.1.3 It was felt important to report the total score which declared degree of achievement each performance of subject attributed to all items. The results elicited that 77.62% of the practitioner group and 52.78% of the non practitioner group acquired new knowledges and techniques and it could be accepted that they developed themselves well enough.

4.3.2 Interest of Village People As a Result of Teaching

With respect to frequency of subject teaching, it reflected the interest of village people toward subjects. From Table 2 , Three items elicited large raw scores and the percentage for these following variables indicated 72.00, 70.00, and 68.00 respectively :

- Quality of life index.
- Energy saving.
- Sanitation and clean water supply.

Table 2: Numbers of Teachers Who Taught Village People According to
Subjects

Items	No. of teachers	%
1. Energy saving.	35	70.00
- Use of animal stool and unused material as a fuel in stead of firewood.	23	46.00
- Use of solar energy in preserving food.	16	32.00
- Plan of electric energy.	22	44.00
2. Food, nutrition, and food preservation.	34	68.00
- Type and quality of food.	25	50.00
- Selection of saved and favorable food.	23	46.00
- Right method of food preservation.	22	44.00
3. Agriculture and local products.	34	68.00
- Grow small fruitful plant in limited area.	25	50.00
- Dig pond for live fish and shrimp.	20	40.00
- Set up co-operative store.	12	24.00
4. Quality of life index.	36	72.00
- Make better quality of life.	27	54.00
- Make life happier.	26	52.00
5. Primary health care.	34	68.00
- Sanitation and clean water supply.	34	68.00
- Promotion of nutrition.	13	26.00
6. Reservation of natural environment and preventive medicine.	34	68.00
- Reservation of good natural environment.	27	54.00
- Reservation of better environment in which human being constructed.	22	44.00

4.3.3 Contents of Training

After teaching the village people, the participants reviewed the contents of training comparing with problems or issues, interest, and benefit of village people.

4.3.3.1 As indicated in Table 3, according to satisfaction with the training program, two items elicited highest positive scores as follows:

- To motivate the village people to know good food and nutrition including quality of life index.
- To get knowledge and good principle for practice.

4.3.3.2 As indicated in Table 4 regarding their dissatisfaction with the program, two items which indicated highest negative raw scores, they were

- Lack of budget and equipment.
- No material for continued study.

4.3.3.3 With respect to changes including adding courses to the program, from Table 5, the highest raw scores were indicated in the following items:

- Saving energy
- Nutrition
- Latrine
- To teach scientific problem solving to the village people

Table 3: Statements of Respondents Regarding Their Satisfaction with the Program

Statements	Frequency
1. To motivate the village people to know good food and nutrition including quality of life index.	18
2. To get knowledge and good principle for practice.	11
3. The village people gained knowledge.	8
4. To teach students and community leaders.	5
5. Short-term problem solving.	3
6. To know how to cut down expense and be economic by making profit of unused materials.	3
7. It is good program because of promoting healthy person.	2
8. To be aware of time value, self-study, and happiness of family.	1
9. To make good relationship between teachers and village people.	1
10. Self and group benefit.	1

Table 4: Statements of Respondents Regarding Their Dissatisfaction
With the Program

Statements	Frequency
1. Lack of budget and equipments.	8
2. No material for continued study.	6
3. No consultant for village people.	4
4. The duration of training was too short, then they could not get enough knowledge.	4
5. It was rather technical than basic problem solving. The real problem was social relationship in which the village people had been taken advantage by someone.	4
6. Most village people did not follow the recommendation due to change of habit.	2
7. Poor economic and need real help in this area.	1
8. Too theoretical and good practice should be added.	1
9. Environment status.	1

Table 5 : Statements of Respondents Regarding Changes Including Adding Courses to the Program

Statements	Frequency
1. Saving energy.	3
2. Nutrition.	3
3. Latrine.	3
4. To teach scientific problem solving to the village people.	3
5. To promote moral and ethic among village people.	2
6. Practical lessons in agriculture e.g. layer, cutting etc.	2
7. Lesson involved with developments of other countries.	2
8. To set up radio program concerning this type of knowledge.	1
9. Detail of the lesson should involve with local.	1
10. Other profession which they could earn their livings.	1

4.3.3.4 According to statements of recommendations as indicated in Table 6, the highest raw scores were elicited as follows:

- The follow up study of participants.
- The project would be achieved by cooperation of honest and active people.

5. Conclusions

A number of conclusions can be drawn from this study. The more specific conclusions supported by the data are :

5.1 With respect to the contents of the training program, it valued high and was advantageous to village people. It affected their realization regarding good quality of life, happy life, value of time , good relationship between them and village people. However, the practice part should be main point of training especially in the area of agriculture and local products. For the next training, more budget, equipments, and library of books should be prepared.

5.2 With regard to trainers, the participants satisfied the local trainers who knew local problems and could communicate in local dialect.

5.3 The achievement of the program was good because the participants could recommend the village people to develop or improve the standard of living.

5.4 Regarding the program as a whole, it indicated that the planned purposes and objectives could be achieved due to trainers, training program itself, and effect of the program toward the living condition of the village people.

Table 6 : Statements of Respondents Regarding Recommendations to the
Program

Statements	Frequency
1. The follow up study of participants.	4
2. The project would be achieved by cooperation of honest and active people.	4
3. In order to get rid of conflict, the cooperation among governmental departments should be encouraged to work with the village people.	2
4. Focus on practice part.	2
5. Need demonstration activities e.g. demonstration of how to hatch the mushroom, and how to make biogas at least one per tambon (village).	2
6. The continued study at least one or two per year was recommended.	2
7. More supporting from other organization e.g. equipments.	1

6. Recommendations

The following recommendations fall within these categories :

6.1 It is recommended that the training part should be improved in

6.1.1 adding time for orientation of local trainers. They would get more confidence by having enough time for discussing with central lecturers, detail studying and lesson planning.

6.1.2 adding time for teaching period of local trainers.

6.2 In addition of teachers, the participants should be selected among community, tambon, and district leaders.

6.3 The sites of training should be located in the poor districts announced by the government.

6.4 In order to get rid of boredom, the entertainment period should be organized in between.

6.5 More budget was required for demonstrated and practicing equipments. Text and hand outs were demanded.

6.6 With respect to acceptance of village people, economic, and convenience, the program should be planned in cooperative with other organizations according to their policies.

6.7 The purposes of the program were more achieved if the participants would work on persons who were innocent in the contents of training e.g. do not know or practice etc. The better standard of living could be found in this group.